

Innovative Characteristics of Education Quality Management in Professional Educational Institutions

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Abstract: This article presents the management of innovative processes in professional educational institutions, a new strategy for the establishment and development of the continuous education system, and the tasks of innovative education.

Keywords: education, professional skills, innovation, innovative education, method, tool.

At the current stage, the innovative approach to education and upbringing is rapidly developing, which is one of the characteristics of the educational institution.

In new conditions, it is necessary to fundamentally re-perceive the meaning of the concept of "education". This refers to the re-perception of the goal, tasks, methods and means of forming the content of a socially and professionally adapted whole person with the help of a similar system of continuous education.

In this regard, the concept of "education" to knowledge and life should be understood as an approach that emphasizes the importance of individual initiative. Therefore, the concept of "education" should include new methodological methods, skills, guidelines and values necessary for living in this rapidly changing world. In other words, education is a necessary socio-ethical process projected by a moving society in order to be able to successfully cope with new situations of a personal and social nature.

The education system that has been created in the traditional way has not been directed to the implementation of the purposeful instructions regarding the new interpretation of the word "education" while fulfilling the function of "supportive" education which is strategically unacceptable.

Assistive education is focused only on maintaining the existing system of social relations and personal orientations, that is, on the normal functioning of a conservative stable society. Therefore, it is dominated by recorded methods and rules designed for the person to be able to get out of already known, recurring situations.

A new strategy for the establishment and development of the continuing education system, the re-perception of the word "education" requires the replacement of "supportive" education with "innovative" education. Innovative education is currently aimed at solving at least the following two tasks.

1. Developing the ability to "foresee" events, to understand oneself in a real event and the next social and professional role; directing a person to choose conscious, preconceived alternatives - general behavior, beliefs, moral values, worldview in general.
2. Realization of the principle of "participation", which allows an individual to actively participate in the process of making important decisions of social importance and professional value, from the level of local (personally oriented) organizational management to the global level.

Formation of a new structure of management and organization, assimilation of foreign

experience, introduction of various technologies, methods, etc. - all this is related to the process called innovation.

The reason for such a phenomenon can be explained by the fact that the employees of the educational system have wide opportunities to implement various options of educational vocational programs and methods.

Another reason is that the social situation in the society is changing, democratizing and humanizing, and the country's economy is moving from market relations to development. The growing demands of production, which requires highly qualified specialists, also require the adoption of innovations. Today, training of competitive personnel is considered as one of the ways to bring the education system of our country into line with the world education system.

Among the most important qualities of competitive qualified personnel, the following can be distinguished:

- *high level of learning and self-development ability;*
- *confirmation of the qualification received in the relevant educational institution in the market of labor and educational services;*
- *high level of social activity and labor productivity in production;*
- *discipline, responsibility, inventiveness, creativity in production;*
- *participation and winning in the olympiads in educational subjects and selected professional skills competitions;*
- *the need for continuing education.*

A graduate of an educational institution with such qualities can prepare a product or provide a service in accordance with the requirements.

Educational institutions should follow the path of development in order to form a fully mature person. Realizing this, most practitioners recognize that the educational system should be developed in the spirit of an innovative strategy, rather than the improvement of old approaches. The innovative movement in the education of the young generation is aimed at taking into account the real changes in the innovative movement society and the needs of the individual.

Innovative educational strategy requires a special managerial approach to the management of educational quality. The following are the main objects of such management:

- *as a pedagogue-expert, a professional organizer and assistant in the formation and development of a citizen's personality;*
- *the substantive basis of education;*

Pedagogical process organization technology, etc. How is the word "innovation" understood in the scientific-pedagogical literature and in educational practice?

A number of studies conducted in our country and abroad are devoted to the study of this phenomenon. For example, some authors propose to consider "the processes of creating innovations, their assimilation by pedagogues and their use in educational practice" (N. Yusufbekov) as innovative processes. They see innovation as the basis of cultural change in society, which we think is very valuable.

Others believe that "in the unregulated free space of the pedagogic system, the innovations created on the basis of sensitivity to the need for development prospects constitute its fund of micro-evolutions" (V.N. Vinogradov).

The third category of authors considers novelty to be a more complex feature. To study it, it is recommended to use the theory of abstract properties, which considers many descriptive properties as coordinate dimensions of their scale. (M.S. Burgin)

Some scientists interpret new goals, methods, methodology, programs, tools, content, forms of organization of activities, types of management, etc. as innovations.

"Renovation is a new phenomenon, a new habit, a new method, an invention" (Yu. Krasovsky).

Thus, innovation in education involves the creation and adoption of new processes, concepts, educational technologies, etc.

However, practice shows that innovative activities are not properly understood and effectively implemented by all employees of the educational system. As P.Sherdovitsky noted, "Innovation cannot provide any function that exists today, which can be called the repetition, output of innovation. Not some innovation in the field of education and personnel training, but the innovative movement as a whole should be the initial parameter of review and analysis. He intends to consider "innovative strategy", "innovative organization of activity" more precisely, rather than "pedagogical or educational innovation". We believe that this interpretation of innovation allows researchers to look at the process in a broader and deeper way.

What are the characteristics of innovation?

"The essence of innovation is innovative activity, i.e. activity to achieve new results, means and methods of obtaining them, to eliminate outdated components of traditional activity," says D.M. Gvishiani. The scientist draws attention to the contradictory nature between radical and improving types of innovative activity. It is known from practice that the improvement does not contradict the existing organizational structures and is optimally adapted to them. Radical news, however, breaks them up and is therefore strongly opposed. The organizers of the educational quality management process should always keep in mind this important feature of innovation.

We emphasize the important feature of the innovation process - innovation should help this educational institution to effectively solve current tasks. Unfortunately, most educators do not pay enough attention to this in practice, as a result of which the assimilation of news becomes a formality.

It is important for administrators and educators to understand that innovations can be effectively assimilated only under certain conditions. This primarily includes:

- *compliance with the gradual formation of the active work of the participants of the educational process;*
- *deep understanding and acceptance of learning goals by all participants of the educational process and clear understanding of future tasks;*
- *taking into account the resistance factor that always arises from the part of these tasks that contradicts personal goals;*
- *exchange of ideas, clear and impartial information exchange*
- *developing and making practical decisions as a team.*

It is impossible to effectively organize innovative activities without serious retraining of pedagogical staff, without providing the educational institution with the appropriate material and technical base, financial and educational program.

The process of assimilation of news is not carried out by a coercive measure by the management, but by giving employees the opportunity to act independently and freely. Pre-developing an objective list of indicators and criteria that will bring clarity to the work of the teaching team can be invaluable.

In pedagogical research, much attention is paid to determining the novelty of innovations. Here is one of the variants of the signs of the introduced news (P. Sherdovitsky):

- otherwise known structure (first level);
- repetition of the known thing with less important changes (second level);

- to determine, concretize something known (third level);
- filling the known thing with important elements (fourth level);
- creation of a qualitatively new object (level five).

Systematic organization of it in an educational institution is another characteristic feature of assimilation of news. The following are important components:

- the task of the educational institution, its new goals and tasks;
- the personality of management staff and pedagogues, their attitude towards themselves and students;
- student identity;
- the function and structure of knowledge acquired by students;
- Educational technology and tools;
- Organizational structure, pedagogical work culture, etc.

If we consider the process of development and assimilation of news as a way of development of any educational institution, we highlight the following main criteria for evaluating the expected results from the introduced news:

1. The results should be higher than the previous results of the educational institution or typical for educational institutions of this direction, as well as acceptable.
2. The time spent on obtaining the planned results should be less than or equal to the standard or standard time spent.

Algorithms known to all are used to determine the level of novelty. For example, there is the following approach:

1. Important indicators, symptoms, criteria of the evaluated object are distinguished.
2. Similar to it, its prototypes are selected for comparison.
3. The evaluated object is compared with selected similar objects, and according to the criteria, the measure of novelty is determined both quantitatively and qualitatively.

Based on the above, we consider the quality of education management as a novelty and a new direction of management activity.

In accordance with the given classification of news, we include the fourth level of educational quality management, i.e. filling the existing theory and practice of management activity in the educational system with important elements.

One of the most important formulas of innovation consists of the following rule: "The quality of education is not just the volume of knowledge and the composition of skills, but readiness for certain types of activities that constitute the main model of a modern specialist."

The quality of education is characterized not by enriching students' knowledge and forming a statistical structure in their minds, but by providing them with organic dynamics in social and professional activities. The use of knowledge in solving concrete problems, the developed ability to constantly replenish knowledge, and practical incentives for intellectual development are necessary.

Thus, the developed and used educational quality management system should satisfy the main characteristics of innovation.

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